

Reception Curriculum Information – Summer 2 2024 – On the Beach



This half term our Learning Project is 'On the Beach'. This project will teach the children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the sun.

We will be launching this project with a 'Memorable Experience' on Tuesday 4th June. We will be having a 'Beach Day' on the school field. During our 'Beach Day', the children will have the opportunity to: explore sand pits; play in paddling pools; promote teamwork with large scale 'garden' games; read seaside books; have a seaside themed lunch; and get a visit from the local ice-cream van.

Physical Development: Gross motor skills

Our indoor PE will be **Manipulation & Coordination** on a Monday and **Speed Agility Travel** on a Thursday.

Please wear P.E. kits to school on the days that we have P.E. lessons.

P.E. kits should consist of a white t-shirt, black/navy shorts and trainers. On colder days, your child may wear a matching black/navy tracksuit or black/navy joggers or leggings with a school jumper. Any child with long hair must have it tied back on P.E days. Earrings must be removed at home on P.E days or covered with tape (provided by parents/ carers).

Physical Development: Fine motor skills

We will use videos and photos of starfish to explore their appearance, such as their colours, patterns and number of arms, and how they move using tube feet that fill with water and then empty. We will provide ready-mixed paints and starfish templates and invite the children to create starfish artwork based on their observations. We will continue with our work on the correct formation of letters and numbers.

Personal, Social and Emotional Development

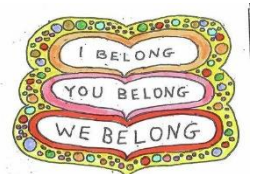


This half term the children will be exploring the unit 'Managing Self: My well-being'. In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

We are looking forward to our trip to Saltburn on Friday 5th July. Before we go to the seaside, we will be discussing how to stay safe in the sun and sharing the CBeebies video [Staying Safe at the beach](#).

Religious Education

The children will be exploring the big question, 'Where do we belong?'. This unit focuses on how each person is unique and valuable. We will consider religious beliefs about this. The children will have the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. They will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from Christianity and Islam and Raksha Bandhan in Hinduism.

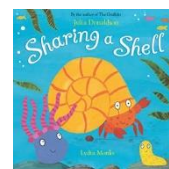


Understanding the World



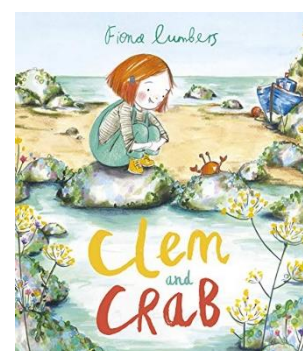
We will be 'Feeling Crabby' and showing the children a [Crabby facts presentation](#). We will read the facts together and provide time to comment on the information and ask questions. We will look at a [Move like a crab video](#), so the children can see different crabs moving and eating. We will display some [Crab picture cards](#) and surprise the children with some whole crabs from the local fishmongers! We will allow them time to observe the crabs and identify body parts. We will challenge the children to compare the different crabs using language related to size and colour.

We will share the story 'Sharing a Shell' by Julia Donaldson. The children will be shown [Rock pool picture cards](#). We will discuss that a rock pool is a habitat for different seashore animals and plants. The children will be supported to explore the various plants and animals in a rock pool. We will explain that even though sea anemones look like plants, they are animals - they sting fish or crabs with their tentacles and then drag them into their mouths to feed on them. We will use the internet to look up facts about rock pool animals and watch videos that show rock pool habitats. We will provide each child with a [Rock pool template](#). They will be encouraged to draw and label the different plants and animals that live in a rock pool.



Something Fishy? We will display [Fish picture cards](#) and explore their different features and how these features help them survive. We will introduce the children to vocabulary, such as scales, fin, gills, eyes, tail and mouth. The children will be supported to spot each fish's different features. We will explain that fish use gills to breathe in the water. Fish use their tails for swimming and fins to keep them upright and steer through the water. Fish have scales to protect their bodies and help them to swim. We will provide the children with paper and drawing resources and invite them to choose one fish to draw. We will offer sound mats, pencils and word banks to label the fish's features.

In line with our Literacy work, we will be reading 'Clem and Crab' by Fiona Lumbers. This will be our five-sentence story for our writing sessions for the last half term. We will use the story to discuss how litter can affect the animals that live on beaches. We will look at types of litter found on the seashore together. These will include items made from different materials, such as plastic, metal, wood, rubber, foam, ceramic and fabric. We will ask the children 'what material is this? How might this litter hurt an animal or the environment? What might happen if people carry on leaving their rubbish on the seashore? How can we stop people from leaving their litter?' We will invite the children to sort the litter into labelled baskets for recycling.



We will be looking at what holidays were like in the past. We will display some [Holidays in the past picture cards](#) and explain to the children that people have had holidays on the beach for many years. We will tell the children that people wore knitted swimsuits made from wool in the past and often came to the beach dressed in their best clothes. The men sometimes wore shirts, trousers and jackets and, instead of wearing hats, would put a knotted handkerchief over their heads to protect them from the sun. People would travel to the beach by train or bus. We will invite the children to compare the pictures with their day at the beach in Saltburn, comment on the images, ask questions to find out more and sort them into 'then' and 'now'.

Expressive Arts and Design



We will show the children seaside-themed paintings. These will include *The Beach at Trouville* by Claude Monet, 1870; *Beach Scene* by Edgar Degas, 1869–70, *Rhyl Sands* by David Cox, 1854–5, *View of Collioure (The Tower)* by Henri Matisse, 1905 and contemporary artwork by the artist Laura Wall. We will invite the children to talk about the images, describe what they can see and talk about their likes and dislikes. We will provide paper, paintbrushes, ready-mixed paint, and some [Seaside scene picture cards](#) for the children to create seaside-themed artwork.

Our music unit this half term is 'Reflect, Rewind and Replay'. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music.

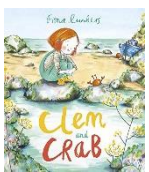


Literacy: Phonics and Early Reading



We will be sharing lots of stories over the course of the half term with the children that are linked to our theme. We have story time every day together. We will be developing our learning of Phase 4 Phonics. We will continue to send home a letter every Friday which explains our learning and homework expectations. At home, please continue to support your child with daily reading and practising their letters and sounds and Harder to Read and Spell words. This half term is vital in preparing your child for Year 1 so please ensure that they read their school phonics book 5 times a week and that they practise their sounds and HRs words for short bursts of 5 minutes daily.

Communication and Language



We will be reading the story *Clem and Clam* by Fiona Lambers. This uplifting story gently reinforces the message that everyone has a responsibility to care for the environment and demonstrates that lots of small actions can have a big impact. As part of our Literacy, we will text map the story in a 5-sentence format, learn to recite it using Makaton signs to help us, then begin to write it.

Mathematics

In Maths this half term we will be using a combination of Numberblocks and the following units from our whole school maths scheme 'White Rose Maths':

Summer Term:

Sharing and Grouping – Explore sharing; Sharing; Explore grouping; Grouping; even and odd sharing; Playing with and build doubles.

Visualise, build and map – Identify units of repeating patterns; Create own pattern rules; Replicate and build scenes and constructions; Visualise from different perspectives; Describe positions; Give instructions to build; Explore mapping; Represent maps with models; Create own maps from familiar places; Create own maps from story stimulations.

This term we have two mini projects – 'Moving on' and 'Move'



Moving on - This project fully celebrates the children's successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.

Moving it - This mini project teaches children about the importance of exercise, sleep and a balanced diet, and explores outdoor, summer games and activities.



We will continue to collect the children from the playground at 8:50am so that they can be in class for a prompt register and ready to start learning. The end of the day for the children will be 3:25pm unless other arrangements have been agreed with the class teacher. Please note, there is no supervision on the playground until 8:50am.

Please make sure your child has a water bottle in school every day along with their reading folders. All items of clothing should be clearly labelled with your child's name, especially jumpers.

Thank you for your continued support. Please do not hesitate to make contact with me if you have any concerns or questions.

Thank you

Miss Jenkins & the EYFS Team